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AUTHOR	Koff, Robert H.
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ABSTRACT

The aims of this paper are a) to examine teacher education in terms of contemporary economic and societal forces, b) to develop a precise statement about the current state of teacher education, and c) to describe a socio-psychological theory of socialization to the role of teacher having broad application to teacher education. The study was based on the analysis of books and articles describing the inadequacies of public school education, teachers, and teacher education institutions. This analysis revealed four major findings: 1) There are few, if any, skills of teaching whose superiority can be counted as empirically established. 2) Teacher education programs are doing very little that is different from what they did 5 years ago to train teachers to work with minority groups and low income areas. 3) Teacher education is an economic arrangement within a school of education and its larger university community; the changing role of the teacher, the increasing teacher surplus, and increased emphasis on instruction technology will greatly affect this economic arrangement as well as teacher selection, training, and placement practices. 4) Teacher education suffers from an imbalanced, fragmented, and obsolete curriculum. Suggested areas of development and a 20-item bibliography are included. (Author)

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Teacher Education Is A Four Letter Word

A SUMMARY

Robert H. Koff
Stanford University

Materials distributed at annual meeting of the American Educational Research Association, Chicago, April 5, 1972. Part of the research reported herein was conducted at the Stanford Center for Research and Development in Teaching, which is supported in part as a research and development center under Contract No. OEC-6-10-078 with the United States Office of Education, Department of Health, Education, and Welfare. The opinions expressed in this publication do not necessarily reflect the position or policy of the Office of Education and no offical endorsement by the Office of Education should be inferred. A report based on this presentation will be submitted for publication by the Stanford Center for Research and Development in Teaching.

Teacher Education Is A Four Letter Word

A Summary

Robert H. Koff
Stanford University

Perhaps the most visible and vigorous movement in teacher education in recent years has been directed toward the development of a theory capable of generating both hypotheses for guiding research and principles for guiding practice. Despite many advances in specific areas, such as microteaching, development of protocol materials, design of model teacher education programs computer assisted instruction, programmed learning, and systems analysis there is still no general conceptual framework for systematizing and interrelating knowledge in this field. There simply is no common critical language that is meaningfully shared by those who are most concerned with teacher education -- the researcher, the practitioner and the teacher trainee. This failure to conceptualize teacher education on a general "interdisciplinary" level has been a major obstacle to the development of teacher education as a rigorous practical discipline.

The purpose of the present paper is twofold: (a) to examine teacher education in terms of contemporary economic and societal forces that have a direct impact on selection, training, placement and evaluation policies and to develop a precise statement about the current state of teacher education that draws upon appropriate research and development on the effectiveness of teacher education programs and (b) to describe a socio-psychological theory of socialization to the role of teacher having broad application to teacher education. The literature associated with current and model teacher education programs was reviewed as well as literature particular to the results of theoretical and empirical work in research on teaching.

The starting point for the inquiry was an analysis of the increasing number of books and articles that have appeared that describe the inadequacies of public schools, teachers, and the institutions in which teachers are trained. The analysis of this literature showed that education, which was once far removed

from the political arena, has now become the center of furious political debate. The public is concerned with racial issues surrounding school busing, student and teacher safety, drugs, rising costs of education, teacher accountability, and local community control of schools. The politicalization of education has resulted in decreased financial support for schools (James, 1970), increased local community control of schools (Levin, 1970), increased power of teacher unions (Brenton, 1971), and resulted in increased attention from the media (Silberman, 1970), in spite of the paradoxical situation that faith in education is at an all-time high (Chase, 1970).

The largest group of authors who have been critical of education in general and teacher education in particular are the school reformers. These writers are skilled practitioners of literary acupuncture. They advocate the abandonment of the public school system (Illich, 1971), discontinuance of credentialing and tenure and discontinuance of compulsory education (Holt, 1970). These critics view teacher education as little more than an economic hustle that reinforces the most regressive features of the status quo. However, their concern for administrative mindlessness, hidden curricula, absence of research that affects practice, and the lack of humanity that seems so pervasive in urban as well as rural public schools has forced teacher educators and educational researchers to ask what role teacher education plays in the process of schooling.

School reformers have had a profound impact on American education and teacher education in particular because they have despite their often fragmented approach to educational problems, stirred a sense of pain and folly at the alleged lethargy and mindlessness of current educational practice. School reformers and some educational researchers (Snyder, 1971; Jackson, 1968; Smith and Keith, 1971) have questioned the assumption that what is currently happening in schools and in teacher education needs to continue.

In most schools of education across the country, teacher education is the over-riding or primary raison d'etre. Some 1200 institutions prepare, annually, 250,000 teachers. The review of the literature showed that merely 60% of those graduating from undergraduate teacher education programs enter teaching and that after three years only 25% of the entering "60%" remain in the classroom. A study of the career patterns of graduates from the Stanford Secondary Teacher Education Program showed that some 45% of the graduates 1959-1969 remained in teaching

three years after graduation. These data are startling and require an explanation that takes into account contemporary economic forces that have the potential for radically changing teacher education.

One economic force that was revealed in the literature review was teacher surplus. A study by the Bureau of Labor Statistics estimated job openings for elementary and secondary school teachers at 4.2 millino between 1969 and 1980. With the output of trained teachers projected during this period to be 4.2 million, there will be an oversupply of teachers of some 75%.

Changes in supply and demand of teachers has already had an impact on recruitment, training, and placement policies of teacher education institutions. For example, the Master of Arts in Teaching Programs (MATP) initiated as a consequence of Sputnik were designed to infuse the teaching profession with highly qualified professional teachers. The teacher surplus coupled with reduction of federal and private foundation support for these programs makes their future in doubt. Policy makers state that although fifth-year programs leading to the MAT have been successful in recruiting talented education personnel, little evidence exists that students trained in these programs (a) remain in teaching more than three years, (b) are more "competent" than students graduated from other programs, and (c) are able to deal effectively with instructional problems associated with students from low income areas.

The teacher surplus and decline in federal and private foundation support has already taken its toll. Oberlin, Yale, Harvard and Johns Hopkins University, for example, have discontinued their MAT programs. In general, it may be said that teacher education and the MAT in particular are conceived out of "soft" money. Hence, when private or federal support for such programs disappear, these programs are in serious financial difficulty. The internal organization and fiscal linkage of teacher education to the larger university community tells the "real" story of a university's institutional commitment to teacher education. In most instances teacher education is an economic arrangement -- as long as it makes money for the university it remains in its position of low status in the academic community.

Teacher education suffers from lack of status; it is given low academic priority within institutions of higher education and in most state and federal categorical aid programs. In addition, there is usually little national or state-

wide interaction between institutions of higher learning and school districts in the areas of preservice and continuing education, and there is usually little formal national or regional dissemination of teacher education curricula; training materials and results from formative and summative evaluations of materials tried out in one institution but originally developed in another.

The literature review revealed that few teacher education programs have adapted their curriculum to cope with emerging and current societal needs. What are teacher education programs doing that is significantly different from what they did five years ago to train teachers to instruct the poor and the culturally different? What authentic differences are there between programs designed to train teachers to work in inner cities from those training teachers for suburbia? According to Hess and Tannenbaum (1970) there are very few, if any, differences.

What are teacher training institutions doing to involve their students in the life space of the community in which their school "lives?" How is teacher education working to help trainees deal with violence and the press for increased local community control of schools? Although there have been some attempts to have teacher trainees live in the community in which they teach, run store front schools, and work directly with parents these attempts have always been characterized as experimental and have been supported with state or federal grants.

The literature review also revealed a significant increase and emphasis on utilizing technology* in teacher education. A number of technologies have been developed and are being developed which appear likely to have important applications to education in general and teacher education in particular. (e.g. Computer assested instruction; two way cable television; video cassettes). What is needed, however, is a more systematic approach to research and development in the area -- assessing the potentials of relevance, testing the limits of functionally interdependent systems, crystallizing and testing feasible solutions, and evaluating the results. For example, what little research that is available shows that the new technologies appear to be at least as effective as the human teacher in conveying specific subject matter. However, few teacher educa-

*Technology is defined as the application of systems, procedures, and devices to achieve specified educational objectives.

tion programs have developed training activities designed to help trainees develop skills particular to relating the new technologies to their teaching.

A recent trend in American Education has been to redefine the role of the teacher in an effort to enable him to better meet the actual needs of students. It appears that the intent is to promote efforts which will allow the teacher to spend time on the things that he can do best, such as helping student to initiate inquiry, to gain a favorable image of himself as a learner, and to acquire the skills of effective participation with others (Hilgard, 1968).

At the present time, we do not know how to educate teachers to be more "effective" in meeting the actual needs of students. This is not to say that current knowledge and experience should not be utilized to redirect teacher education efforts. It is merely a word of caution, for in this day and age of new technologies and accountability teacher education programs have found it highly convenient to fall into a programmed conception of teacher education and teacher evaluation.

The liberalization of certification requirements in some states has had and will continue to have an impact on teacher education. Although it is too difficult to tell what effect new certification laws will have on teacher education programs it is interesting to note that state certification requirements are, paradoxically, in opposition to the evaluative criteria applied to the formulation of standards for evaluating teacher education institutions. The American Association of Colleges for Teacher Education recently published a series of standards for evaluating teacher preparation programs. The recommendations have been approved by AACTE even though no definitive studies have been conducted to support the application of existing standards.

Teacher education programs graduate teachers. The steady production of teachers from institutions of higher learning constitutes a developmental enterprise which has never been systematically evaluated. What little evaluation has been done is primarily associated with examining teacher career patterns. Even the model elementary teacher education programs sponsored by the U.S. office of Education fail to state or articulate deselection criteria and procedures for trainees. There is some information, however, on how teachers feel about the training they receive. In a recent survey of new teachers, only 20% of the more than 7000 sampled considered their professional preparation as "very helpful" (Koerner, 1963). In addition, teacher trainees have always expressed

frustration and anger about being lectured to by instructors who are insensitive to their own pedagogy.

Increasing numbers of trainees in teacher education programs appear to be "philosophically disenchanted" with teacher education. They no longer appear to take for granted the empiricalism of the scientific method. According to Moore (1969) one is left with the impression foom the vast array of texts, articles, and courses in teacher education that a "dull orthodoxy has set in and discussion of fundamental issues in which Dewey himself once igorously engaged has largely ceased. "Most students appear troubled by this apparent lack of dialogue and hence, tend to accept as a given that the philosophical assumptions underlying teacher education are intellectually sterile and serve to limit severely one's view of reality and the purpose of education.

Increasing numbers of students entering education are committed to change; changing the school as an institution and teacher education programs if they are found to be "irrelevant." These students are often confused about their own identity and what the appropriate role of a teacher is in our society. Unfortunately they sometimes have been taken in by misleading and deceptive slogans. They are confident that if not in the first week, then within the first month of school, they will have converted their students to their way of thinking. They are terribly shocked and disappointed to find out that students may not like them and very often care less about what it is that they have to teach. Most teacher education programs are ill equipped to deal with student ego problems.

One of the most serious deficiences revealed by the literature review was the absence of a theory of teacher personality. There is research (Wright and Tuska, 1968) that shows that the self-image and expectations of a teacher radically change in the first few months of training, but most teacher education programs have not developed ways of helping trainees work through their concerns; ways to help them understand better what is happening to them and going on in themselves. Every teacher enters a teaching situation with great hopes and great trepidation. Little has been done to help teachers interpret their hopes and trepidations while they are engaged in teaching.

The literature review also showed that most teachers are too caught up with the tasks of instruction or simply surviving the day to think about their

problems. They very often are unable to go beyond the worry, "how do I teach?", or "how did I survive the day?" They rarely have help in learning how to deal with their own anxiety about teaching or in answering important questions like "What kind of mistakes were made with the children today or what opportunities were passed over?"

The examination of the literature associated with research on teaching revelaed that there is little research that examines the problem of relating theory to practice. For example, data show that academic courses do not really prepare individuals to be good teachers -- it is true that these courses teach individuals important things about their discipline, but essentially they do not really help teachers when they are in front of the class (Stephens, 1967).

Most teacher education programs indicate that it is one of their objectives to help trainees develop competence to help students gain control over their own learning processes. Obviously, this is not an easy task since most teaching tends to develop or foster dependency. One of the greatest problems teacher education has not come to grips with is that most of teaching and teacher education tends to reinforce dependency, yet a cherished objective for education is to develop an autonomous learner (Bettelheim, 1969). Few, if any, teacher education programs are working on ways of coping with this problem.

The review of the literature found that most teacher education programs emphasize the development of problem solving and decision making skills. The emphasis on these skills has created a significant imbalance -- little attention is devoted to the development of skills required to find problems, to plan for the attainment of desired results, or to carry out plans once they have been adopted. The curriculum in most teacher education programs seems to reinforce trainee ability to demonstrate how well he remembers subjects he has studied rather than emphasize what he can do. The difficulty involved in shifting a sense of security of teachers from what they know to what they can do is deep seated. It is one thing to learn a discipline as an undergraduate and it is quite another to teach it. Unfortunately, most teacher education programs appear to place an inordinate emphasis on what trainees know and very little emphasis on what they can do.

The university, like the sphinx, represents a puzzle to teacher educators. The literature review showed that talented researcher-practitioners in teacher

education always seem to leave the field and never return. The university approaches teaching with a frank and open statement of its importance, yet quality of instruction is rarely used as an operational criteria for promotion. The university reward system places great emphasis on the integral relationship of a man's teaching to his research, but often fails to recognize the applied character of research and development efforts of teacher educators. As a consequence teacher educators often engage in research, in order to be promoted, for which they are uniquely unqualified.

As a consequence, poor research is often done and valued members of a faculty become resentful. Many leave teacher education, withdrawing into their own academic department. The result is that faculty in teacher education tend to be older and tenured. Younger faculty by tradition must establish their careers first before they can or are advised to become involved in teacher education; junior faculty who seek to participate in these programs or have their own ideas must run the gauntlet of the full professors.

In summary, the literature review yielded four major findings. First, there are few, if any, skills of teaching whose superiority can be counted as empirically established (Rosenshine and Furst, 1971). Close examination of the results of theoretical and empirical work in research on teaching over the last fifty years leads one to conclude that most of the attempts to train teachers have been confined to severely limited encounters with knowledge derived from a theory of teaching (Stephens, 1967; Bettelhiem, 1969; Smith, 1971). Second, teacher education programs are doing very little that is different from what they did five years ago to train beginning teachers to work with the poor and minority groups (Hess and Tannenbaum, 1970). There just do not seem to be authentic differences between programs designed to train beginning teachers to work in low income areas from those training beginning teachers for suburbia. Third, teacher education is largely an economic arrangement within a school of education and its larger university community; the changing role of the teacher (redefinition of the role of the teacher in order to better meet the actual needs of students) the increasing teacher surplus and increased emphasis on instruction technology will greatly affect this economic arrangement as well as teacher selection, training and placement practices. Fourth, teacher education suffers from the misfortune of operating with a curriculum

that suffers from imbalance, fragmentation and obsolescence. Emphasis is placed on what students know and not on what they can do. In addition, professional assistance in helping teachers accommodate to change and move into the future without completely losing a sense of continuity with the past is significant by its absence from most teacher training programs.

The last section of the paper suggests some areas for development in teacher education. Drawing upon a theory of socialization to the role of teacher and a task analysis of role expectations for and experiences of teachers, six areas or stages of development are elaborated. These are: (1) learning about oneself, role stress, and how to work effectively in group situations; (2) learning skills necessary to teach what one knows; (3) learning the nature of one's discipline, its value assumptions, and the nature of its interdependence with other disciplines; (4) learning how to develop and/or apply a knowledge of one's discipline to the tasks associated with curriculum development; (5) learning principles and skills of evaluation as they relate to assessing the impact of subject matter and instructional procedures on student attitudes and achievement; (6) learning about power and how it is woven into the fabric of the school social-administrative system.

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